

Language Interventions

Have student repeat directions back to you as you said it to them (without leaving anything out or adding anything) and then ask them to explain what their assignment is supposed to be.

Give directions in one step and build up to multiple steps.

Provide them a model of assignment for clarification

Rephrase if not understand task

Break things down into simple steps (start small to reach outcome)- provide step and step format, so the student knows exactly what is expected

Repetition: continue to do same skill until mastered at 80% or better. Do not teach another skill until then.

Build on previous skills

Explain any words in your instruction or directions that might not be understood by student. (break it down- find a word they might know) and teach them the new word for building vocabulary

Provide them with visual pictures as well as oral words (accommodation)

Give lots of drill in area of concern

Teach how to get the meaning of words thru context, phonics, word analysis, dictionary.

Speak slower and with functional vocabulary

Avoid lengthy and unnecessary wording

Use transitional words when going from one task to another Example: when given oral directions, provide a cue that a direction is being given and use it consistently say "Directions"

Give adequate time between steps of a directions for students to think about what has been said (process time for students is different that for us)